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ABSTRACT

A survey of two random samples of 500 students drawn from lists of returning and non-returning students at Triton College was conducted to study student retention between Fall 1978 and Spring 1979. Data, gathered from 248 returning and 159 non-returning respondents, were analyzed in terms of: (1) student educational intent, (2) reasons for termination, (3) employment characteristics, and (4) other considerations, including number of credit hours completed, relationship between average. Results indicated that non-returning students had different educational objectives and requirements than returning students and were less satisfied that their individual goals had been met. Reasons for not returning included, among men, "conflicting job hours" and, among women, "completed needed courses" and "other personal/family reasons." Non-returning students gave high ratings to instructional quality, yet gave "neutral" ratings to counseling, course advisement, tutoring, and veterans' services. Of the non-returning students, 75% were employed full-time, compared to only 46% of returning students. Miscellaneous findings indicated that returning students tended to complete more courses and expect more indirect benefits from their college experience than non-returning students. (JP)

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Triton College

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AN ASSESSMENT OF TRITON COLLEGE STUDENT RETENTION

Fall 1978 - Spring 1979

OFFICE OF COLLEGE AND COMMUNITY RESEARCH

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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JC 790 367

Robert Bakshis, Director
Vol. XIV, Number 20

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ABSTRACT

An Assessment of Triton College Student Retention
Fall 1978 - Spring 1979

This report discusses the results of a survey to evaluate the extent to which students enrolled at Triton during Fall 1978 and not enrolled in Spring 1979 differed from students enrolled both semesters in the areas of educational intent and evaluation of Triton's programs. In addition, the nonreturning students were asked why they did not continue their education during Spring semester.

Two random samples of 500 students were drawn from lists of returning (N=16,494) and nonreturning (N=5,593) students. After two mailings, completed surveys were received from forty-eight percent of the continuing students and thirty-one percent of the nonreturning students. Responses were keypunched and processed utilizing the Statistical Package for the Social Sciences (SPSS).

The results of the analysis were:

1. Students who have discontinued their studies tend to give different reasons for enrolling in classes than do students who continued their education. Nonreturning students are concerned with preparation for a job to be obtained, improvement of job skills, and personal interest. Continuing students are concerned with gaining new job skills, university transfer credit, and upgrading current job skills.

2. The two groups differ with regard to the extent to which their goals have been attained. Nonreturning students report that their goals have not been met, or only partially met. Continuing students have met their goals either partially or fully.

3. The two groups differed with regard to the amount of education needed to fulfill their goals. Nonreturning students were almost evenly split between a two-year degree and selected courses. Continuing students listed a two-year degree as their major need and selected courses ranked a distant second.

4. The reasons cited by students for not returning to Triton varied for men and women. For men, the primary reason was "conflicting job hours." For women, two factors emerged as primary reasons for not reenrolling. These two factors were: 1) "Completed needed courses" and 2) "Other personal/family reasons."

5. Both nonreturning and continuing students rated highly both Instruction and Students Services at Triton. In the instruction area, Quality of Instruction and Instructor Interest were rated "Very Good." Evaluations of Student Services indicated that Library Services and Learning Lab/packages both earned a "Very Good."

6. For men, the lowest ratings within the Student Services area were given to Counseling and Course Advisement. Both were rated "Neutral" by nonreturning students. Nonreturning women gave "Neutral" ratings to Tutoring Services and Veterans Services.

7. The employment characteristics for nonreturning and continuing students differed in some respects. Nonreturning students tend to be currently employed full-time (75%); where continuing students have fewer full-time jobs (46%).

8. Approximately one-half of the respondents reported that their current jobs were either "directly related" or "closely related" to their course of study.

9. Training at Triton was rated as "Very good" or "Good" by both nonreturning and continuing students.

10. Continuing students tend to have completed more courses at Triton than did the nonreturning students.

11. Nonreturning women students tended to expect more indirect benefit from their Triton experience than did men or women who were continuing their education.

INTRODUCTION

Given the decline in the number of 18-21 year olds in the general population, community colleges are looking for ways to minimize the effect of anticipated enrollment losses through the 1980's. Marketing Task Forces or Enrollment Development Task Forces have been created at most institutions. The primary function of these groups is to define new markets and develop programs or procedures which will see these institutions through the eighties. It is generally accepted that no one activity or program can offset an impending reduction in the traditional college age population. Thus, most schools have adopted an eclectic approach to enrollment. Consideration is given to "market shares","nontraditional" students, new programs, new services and a myriad of other activities.

One of the more promising activities is the retention of current students. Retention takes two forms. The first is retention within a semester. Since 1974 at Triton College there has been an average loss in Fall Semester enrollment of -8.2 percent from the 10th day to mid semester. For Spring Semester the loss has averaged -5.2 percent. If withdrawals before the end of the semester and failing grades were added to the withdrawal or non-completer category, the percentage of loss would be considerably greater. Dentists consider their ultimate success to be aiding a patient in keeping their own teeth for life, and the greatest failure to be total extraction. Similarly, schools consider successful completion of programs or courses to be success and withdrawal or failure the ultimate failure. Thus, programs are designed to reduce the within semester withdrawal and failure rate. It should be noted that some improvement has occurred in the last year. (Table 1)

TABLE 1

Triton College Fall and Spring
FTE Headcount Attrition
1974-1979

FY	FALL			SPRING			10th DAY FALL-SPRING
	10th Day	Mid-Sem	% Change	10th Day	Mid-Sem	% Change	% Change
1974	6,752	6,290	-6.8	6,112	5,950	-2.7	-9.5
1975	7,369	7,136	-3.2	7,765	7,306	-5.9	+5.4
1976	8,332	7,686	-7.8	8,076	7,667	-5.1	-3.1
1977	8,590	7,591	-11.6	7,784	7,257	-6.8	-9.3
1978	8,221	7,275	-11.5	7,156	6,790	-5.0	-12.9
1979	7,639	7,088	-7.2	6,963	-	-	-8.8
TOTAL	46,903	43,066	-8.2	36,893[a]	34,970	-5.2	-
				43,856	-	-	-6.5

a - row totals and percents do not include Spring, 1979.

The second area of attrition is between semesters. From Table 1 it is noted that the FTE enrollment figures for the Spring Semester run approximately 6.5 percent below the Fall enrollment. Nationally, reasons for this attrition have been studied extensively. Among the most commonly cited reasons for discontinuing one's studies are factors over which the institution has no control, such as pregnancy, illness, or job offers. But, there are also factors which can be affected directly by the institution: such as boredom with classes, financial difficulties, and inability to take desired courses.

At Triton, inquiry into student retention is just beginning. In June of 1977, the Office of Research issued a "Student Nonpersister Analysis." This report described basic demographic characteristics of nonpersisters. Data for the report were obtained from the Student Data Base. The results of this anaylsis were:

Part-time nonpersister:
--female
--28 years or older
--earns between 0-15 credit hours
--is enrolled in an occupational program
--has a cumulative G.P.A. below 1.00

Full-time nonpersister:
--male
--between ages of 19 and 21
--earns between 1-15 credit hours
--enrolls in an occupational program
--has a cumulative G.P.A. between 2.00 and 3.49

The 1977 report did not approach the question of student intent, student attitudes, or student opinion regarding Triton. The question remains then: are Triton's nonpersisters similar to nonpersisters reported in national studies? This report attempts to answer this question.

METHODOLOGY

The instruments used in this project were adopted from surveys prepared for the TEX-SIS (Texas Student Follow-up Management Information System) project under the aegis of the Division of Occupational and Technical Education, Texas Education Agency. The TEX-SIS project was designed to allow longitudinal follow-up of students. This included capturing information at various points in the academic career. For example, student sex, age, and program intent were gathered at first registration; program evaluations were solicited from students at their time of graduation; and job placement was identified one year after graduation. Since such comprehensive information does not currently exist at Triton, it was necessary to gather all this information on one survey. To do this copies of the TEX-SIS instrument were circulated to academic administrative officers for review and suggestions. From these suggestions two forms were developed for use in this project. The first form was designed for nonreturning students (Appendix A). Questions on this instrument were worded in the past tense. The second form (Appendix B) was designed for continuing students. This instrument included the same questions as the first form with the exception of those items that clearly did not apply to continuing students. For example: "What was your principal reason for NOT re-enrolling at Triton College this semester?" In addition the items were worded in the present tense.

For purposes of analysis, it was determined that a minimum of 100 respondents were needed from the returning students and from nonreturning students. Based on experience, a 20% reponse rate after two mailings was predicted. Thus, two random samples of 500 students were drawn from lists of returning (N=16,494) and nonreturning (N=5,593) students. These lists were supplied by Information Systems.

Assistance in posting labels and stuffing envelopes was received from the Triton Leadership Team in the Office of Admissions. These students were Gwen Enders, Kathy Infanger, Anita Koehler, Teresa Scheltens, and Neil Younkin.

After two weeks completed surveys were received from 146 (28.5%) of the returning students and 81 (16%) of the nonreturning students. The second mailing was then implemented. As a result of the two mailings, completed surveys were received from 248 (48.4%) returning students and 159 (31.4%) nonreturning students. Both response rates were above the predicted level. It is interesting to note that 22.5% of the surveys mailed to continuing students were returned as nondeliverable. This compares to an 9.7% rate for the nonreturning students. This would suggest that addresses need to be updated on a regular basis.

Completed surveys were coded, and then keypunched. Analysis was done utilizing the Statistical Package for the Social Sciences (SPSS)

To determine if any bias was introduced in the results due to unique characteristics of nonrespondents, a telephone follow-up was made of a small random sample of nonreturning and continuing students. The results of this survey revealed that nonresponse bias is not a problem with this survey.

DEMOGRAPHICS

Before analyzing the results of the survey, it is necessary to assess the accuracy of the random samples with regard to known characteristics of the Fall 1978 student body. Consideration is given to sex, age and course load. The comparisons are presented in Table 2.

TABLE 2

Demographic Comparisons
Samples - Student Body

Sex	All Students[a] (N=23,547)	Combined Samples (N=403)	Continuing Students (N=244)	Nonreturning Students (N=159)
% Male	41	46	48	44
% Female	59	54	52	56
	100	100	100	100
Age (Avg)	30	26	25	28
Course Load[b]	5.16	6.18	7.71	3.81

a - based on Fall 10th Day Report
b - Includes Credit and Non-credit students

From these comparisons it can be concluded that the samples do not necessarily reflect the total student body as of the 10th Day Fall 1978. Specifically, students who are male, younger, full-time, and credit-earning are over-represented in the samples. These differences will affect the survey results to whatever extent these sample characteristics affect retention. However, it should be noted that the existent biases may work in favor of administrative understanding of retention, since most FTE's are generated by young, credit students.

Findings: Evaluation of Student Intent

The first item to be assessed was student intent. That is, what was their primary objective when they enrolled at Triton? In general, the major objectives for attending Triton were:

Preparation for a job to be obtained (38%)
Improvement of existing job skills (24%)
University transfer credit (20%)
Personal interest (16%)

Nonreturning students differed significantly from continuing students with regard to intent. Specifically, nonreturning students were less interested in university transfer credit than their continuing counterparts, and more concerned with personal interest (Table 3). A similar pattern exists for men. Women, however, differed from the men on this item. Women in general enrolled to gain marketable job skills. The nonreturning women were more likely than the continuing women to be concerned with improving current job skills and personal interest. Conversely, continuing women expressed a greater interest in university transfer credit than did the nonreturning women (Table 3).

TABLE 3

See page 4A

TABLE 3

PRIMARY EDUCATION OBJECTIVE BY GROUP AND SEX
(In Percents)

Objective	Male			Female			Total		
	Total (N=186)	Nonreturning (N=70)	Continuing (N=116)	Total (N=217)	Nonreturning (N=89)	Continuing (N=128)	Total (N=407)	Nonreturning (N=159)	Continuing (N=248)
Improvement of existing job skills	31	27	34	18	23	14	24	25	23
Preparation for a job to be obtained	29	31	28	45	41	48	38	35	39
University Transfer Credit	21	11	27	20	12	25	20	12	26
Personal Interest	16	27	9	15	24	9	16	26	9
Others	3	4	2	2	0	4	2	2	3
	100	100	100	100	100	100	100	100	100

Nonreturning/Continuing $X^2 = 26.40$ df = 4 $p \leq 0.01$ C = 0.25

Male - Nonreturning/Continuing $X^2 = 14.38$ df = 4 $p \leq 0.01$ C = 0.27

Female - Nonreturning/Continuing $X^2 = 19.55$ df = 4 $p \leq 0.01$ C = 0.29

The extent to which the above stated objectives were attained differed for the two groups and for males and females. Nonreturning students were more likely than continuing students to report that their objective was "not completed". Continuing students tended to report that their goal was only "partially completed" (Table 4).

TABLE 4

See page 6A

When Educational Objective is combined with Objective Attainment (Table 5) it is noted that, in general, persons who have fully completed their goal were attending for the purpose of gaining skills for a job to be obtained; partial completers attended for a variety of reasons; and non-completers sought new job skills or personal interest. Similar patterns exist for both groups with the exception of continuing students who have not completed their goal. This group was almost evenly divided among the four major educational objectives.

TABLE 5

See page 6B

Most respondents (87%) claim that they will continue to pursue their educational objective. There were no significant differences in the response pattern for nonreturning or continuing students. This suggests that a large number of the "dropouts" are actually "stop outs".

TABLE 6

See page 6C

It is encouraging to note that most of the nonreturning students (between 60% - 74%) intend to return to Triton when they do continue their studies (Table 7).

TABLE 7

See page 6D

TABLE 4

DEGREE OF OBJECTIVE ATTAINMENT BY GROUP AND SEX
(In Percents)

Extent of Attainment	Male			Female			Total		
	Total (N=185)	Nonreturning (N=70)	Continuing (N=115)	Total (N=214)	Nonreturning (N=88)	Continuing (N=126)	Total (N=402)	Nonreturning (N=158)	Continuing (N=244)
Fully Completed	13	14	13	22	19	24	18	17	19
Partially Completed	70	62	75	56	49	61	63	54	68
Not Completed	17	24	12	22	32	15	19	29	13
	100	100	100	100	100	100	100	100	100

Nonreturning/Continuing	$X^2 = 13.89$	df = 2	$p \leq 0.01$	C = 0.18
Male - Nonreturning/Continuing	$X^2 = 4.97$	df = 2	$p \leq 0.08$	C = 0.16
Female - Nonreturning/Continuing	$X^2 = 8.47$	df = 2	$p \leq 0.01$	C = 0.19

TABLE 5

PRIMARY EDUCATION OBJECTIVE BY GOAL ATTAINMENT AND GROUP
(In percents)

Objective	Nonreturning				Continuing				Total			
	Total (N=158)	Full Completed (N=27)	Part Completed (N=86)	Not Completed (N=45)	Total (N=224)	Full Completed (N=46)	Part Completed (N=165)	Not Completed (N=33)	Total (N=402)	Full Completed (N=73)	Part Completed (N=251)	Not Completed (N=78)
Improvement of existing job skills	25	19	30	18	23	31	22	22	24	26	25	19
Preparation for a job to be obtained	35	52	31	33	39	41	41	24	37	46	38	29
University Transfer Credit	12	7	12	16	26	22	27	24	20	16	21	19
Personal Interest	26	22	23	33	9	4	7	24	16	11	13	29
Others	2	0	4	0	3	2	3	6	3	1	3	4
	100	100	100	100	100	100	100	100	100	100	100	100

Objective/Attainment . $X^2 = 16.77$ df = 8 $p \leq 0.03$ C = 0.20
Nonreturning - Objective/Attainment $X^2 = 9.66$ df = 8 $p \leq 0.29$ C = 0.24
Continuing - Objective/Attainment $X^2 = 14.83$ df = 8 $p \leq 0.06$ C = 0.24

TABLE 6

PLANS TO PURSUE EDUCATIONAL OBJECTIVES BY GROUP AND SEX
(In Percents)

Plan To Pursue	Male			Female			Total		
	Total (N=184)	Nonreturning (N=70)	Continuing (N=114)	Total (N=211)	Nonreturning (N=83)	Continuing (N=128)	Total (N=399)	Nonreturning (N=153)	Continuing (N=246)
Yes	88	86	90	86	83	88	87	84	88
No	12	14	10	14	17	12	13	16	12
	100	100	100	100	100	100	100	100	100

Nonreturning/Continuing $\chi^2 = 0.92$ df = 1 $p \leq 0.45$ C = 0.05

Male - Nonreturning/Continuing $\chi^2 = 0.27$ df = 1 $p \leq 0.67$ C = 0.04

Female - Nonreturning/Continuing $\chi^2 = 0.47$ df = 1 $p \leq 0.49$ C = 0.06

TABLE 7

SCHOOL WHERE STUDIES WILL BE CONTINUED BY GROUP AND SEX
(In Percents)

School	Male			Female			Total		
	Total (N=167)	Nonreturning (N=61)	Continuing (N=106)	Total (N=187)	Nonreturning (N=73)	Continuing (N=114)	Total (N=358)	Nonreturning (N=134)	Continuing (N=224)
Triton	69	74	66	55	60	52	62	66	58
College	23	18	26	34	27	38	29	23	33
Other	8	8	8	11	13	10	9	11	9
	100	100	100	100	100	100	100	100	100

Nonreturning/Continuing $X^2 = 3.64$ df = 2 $p \leq 0.16$ C = 0.10

Male - Nonreturning/Continuing $X^2 = 1.28$ df = 2 $p \leq 0.53$ C = 0.09

Female - Nonreturning/Continuing $X^2 = 2.52$ df = 2 $p \leq 0.28$ C = 0.11

With regard to the amount of education needed to meet their objective, nonreturning and continuing students differed significantly. Continuing students tended to report a need for a two-year associate degree, whereas their nonreturning counterparts were equally divided between a two-year degree and selected courses. This pattern held for both males and females. However, the relationship for males was not statistically significant.

TABLE 8

See page 8A

Summary - Student Intent

Students who have discontinued their studies tend to give different reasons for enrolling in classes than do students who continued their education. Nonreturning students are concerned with preparation for a job to be obtained, improvement of job skills, and personal interest. Continuing students are concerned with gaining new job skills, university transfer credit, and upgrading current job skills.

The two groups differ with regard to the extent to which their goals have been attained. Nonreturning students report that their goals have not been met, or only partially met. Continuing students have met their goals either partially or fully.

Finally, the two groups differed with regard to the amount of education needed to fulfill their goals. Nonreturning students were almost evenly split between a two-year degree and selected courses. Continuing students listed a two-year degree as their major need and selected courses ranked a distant second.

Findings - Reasons For Termination

Astin (1975, 14) presented several reasons for students to discontinue their education. These reasons are presented below:

	Men	Women	All Students
Boredom with courses	36	25	32
Financial difficulties	29	27	28
Some other reason	31	24	28
Marriage, pregnancy, or other family responsibilities	11	39	23
Poor grades	28	14	22
Dissatisfaction with requirements or regulations	24	20	22
Change in career goals	19	20	19
Inability to take desired courses or programs	12	9	11
Good job offer	10	6	9
Illness or accident	7	7	7
Difficulty commuting to college	3	3	3
Disciplinary troubles	2	2	2

An item requesting similar input was included on the current survey of students. Whereas Astin requested that the top three reasons be acknowledged this survey asked only for the principle reason for not reenrolling. For men, the primary reason for not reenrolling was given as: "Conflicting job hours." A distant second for the men was "Other" (Table 9). For the men "Other" had the following meanings: "I didn't make the hockey team," "Class full," "Couldn't fit it in my schedule," "Thought I had completed requirements," "Missed," "Vacation," "Only want to attend in fall," "Snow and class was cancelled," "Sole course cancelled (metric systems)," "Weather," "Classes not given at night or Saturdays," "Unaware of a Saturday course," "Desired instructor not available for course," and "Spending winter in Florida." For the women, "Completed needed courses" ranked as the primary reason for not reenrolling (Table 9). "Other personal/family reasons" finished a close second. Additional written comments from the women included: "Found job not related but it didn't allow time to go to school," "The real estate courses desired were not offered at night," "Pregnancy," "The reason why I am not presently attending Triton is because Triton cancelled the class I registered for due to lack of enrollment. The college did not even try to contact me. The first night of class is when I found out it was cancelled. When I tried to get in other classes they were closed, other than that I would still be going to Triton." (Note: this person plans to continue her education at Triton) "Classes not offered in the evenings, also weather intolerable the three days a week class offered," "No time," "the classes did not relate to what field I am going into," "Poor selection of courses at night or on Saturday," "Tired of fighting snow to work; did not need to fight snow to school too," "I no longer work, so don't need courses," "Personal schedule too hectic this semester to be able to add personal interest courses at this time," "I'm sitting for certification exam (Prosthetics) this semester and have a lot of studying for it," "Tired of school--will return when enthusiasm returns," "Bad weather combined with transportation problems," "Am finishing M.S. Degree at another university," and "Didn't feel like going to school."

TABLE 8

AMOUNT OF EDUCATION REQUIRED TO MEET OBJECTIVE BY GROUP AND SEX
(In Percents)

Education Required	Total (N=180)	Male Nonreturning (N=65)	Male Continuing (N=115)	Total (N=208)	Female Nonreturning (N=82)	Female Continuing (N=126)	Total (N=390)	Total Nonreturning (N=147)	Total Continuing (N=243)
Selected Courses	33	40	30	26	39	17	29	39	24
Certificate Program	8	8	8	11	15	8	9	12	8
Two Year Associate Degree	52	41	57	57	39	69	55	40	63
Others	7	11	5	6	7	6	7	9	5
	100	100	100	100	100	100	100	100	100

Nonreturning/Continuing $\chi^2 = 20.08$ df = 3 $p \leq 0.01$ C = 0.22

Male - Nonreturning/Continuing $\chi^2 = 5.15$ df = 3 $p \leq 0.16$ C = 0.17

Female - Nonreturning/Continuing $\chi^2 = 19.08$ df = 3 $p \leq 0.01$ C = 0.29

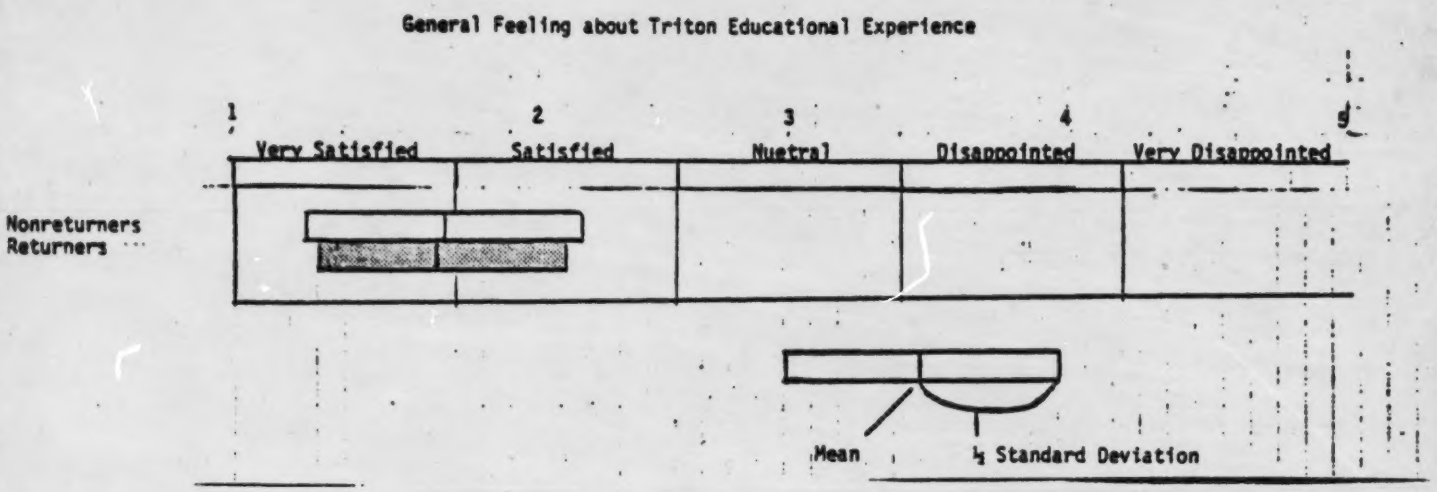
TABLE 9

PRIMARY REASON FOR NOT REENROLLING AT TRITON
(In Percents)

Reason	Total (N=156)	Men (N=70)	Women (N=86)
Conflicting job hours	19	29	12
Other	17	17	9
Completed Needed Courses	15	10	20
Financial Reasons	11	14	8
Other personal/family reasons	9	9	17
Transportation problems	6	6	6
Found job in occupation related to courses completed at Triton	6	6	7
Dissatisfied with instruction	5	4	5
Personal/family illness or injury	5	2	7
Change of residence	3	1	4
Dissatisfied with content of course	2	0	3
Transferred to another college	1	1	1
Grade problems	1	1	1
	100	100	100

The fact that Triton courses, programs and instruction were not primary reasons for not reenrolling is supported by the findings from the next series of questions. First, students were requested to give their general feeling about their educational experience at Triton. Both nonreturning and continuing students said that they were "satisfied" with Triton (Figure 1).

Figure 1



Specific factors which comprise instruction were rated either "very good" or "good" by the two groups of students. There was a tendency for the nonreturning students to rate the instruction factors slightly higher than did the continuing students (Figure 2), on the following page. Similar patterns held for males (Figure 3) and females (Figure 4), following pages.

Figure 2

EVALUATION OF INSTRUCTION

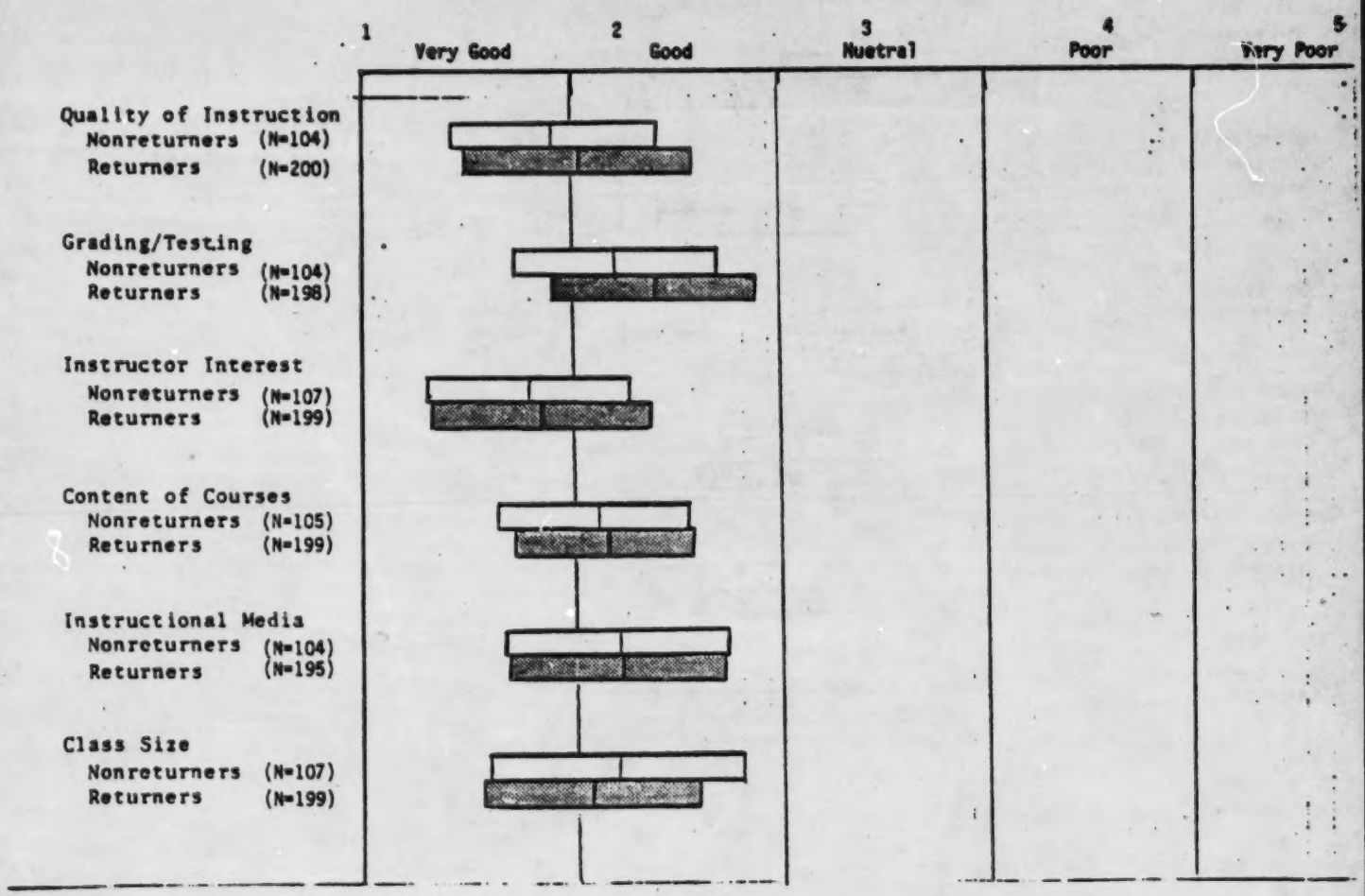


Figure 3

Male Evaluation of Instruction

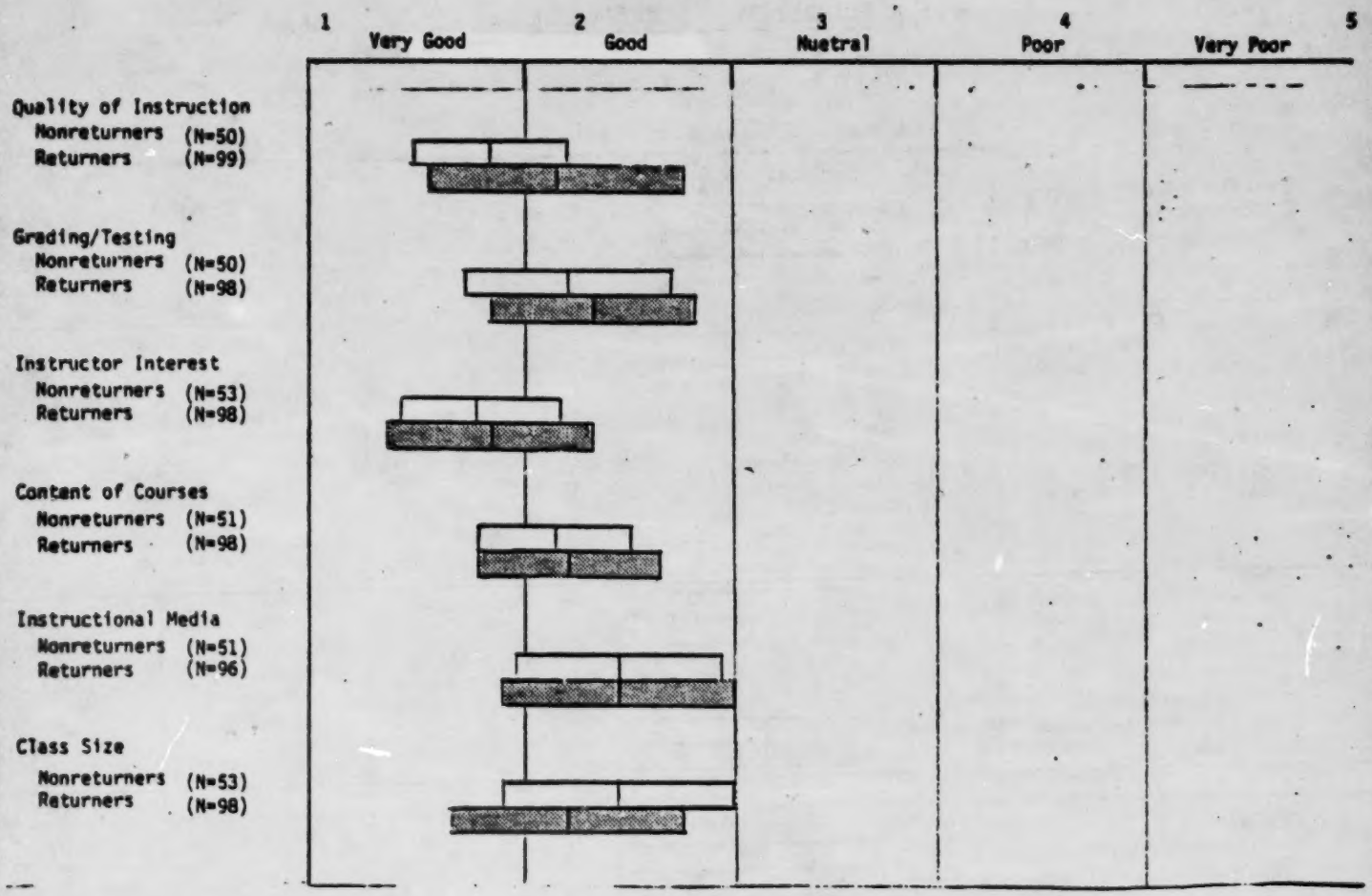
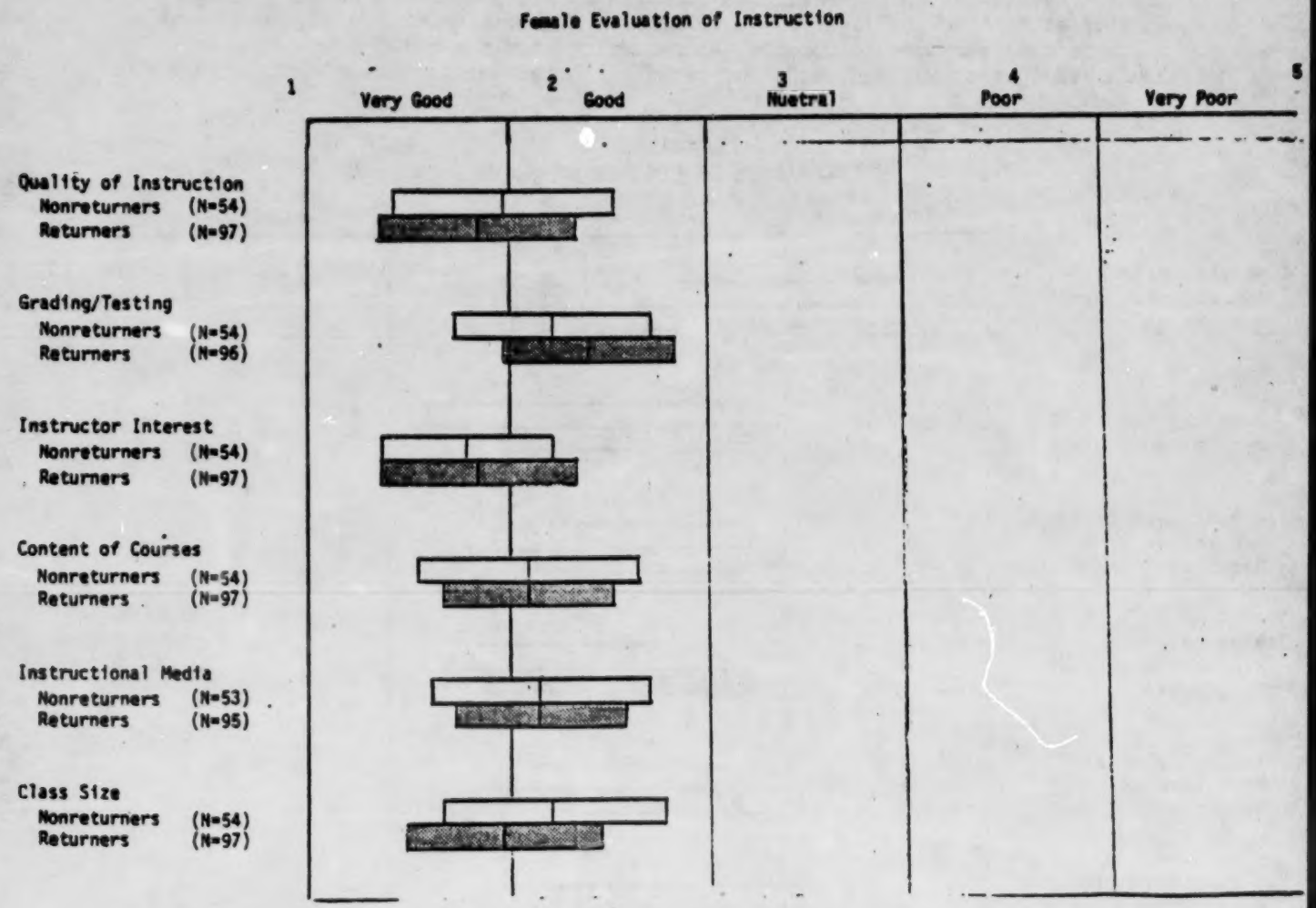


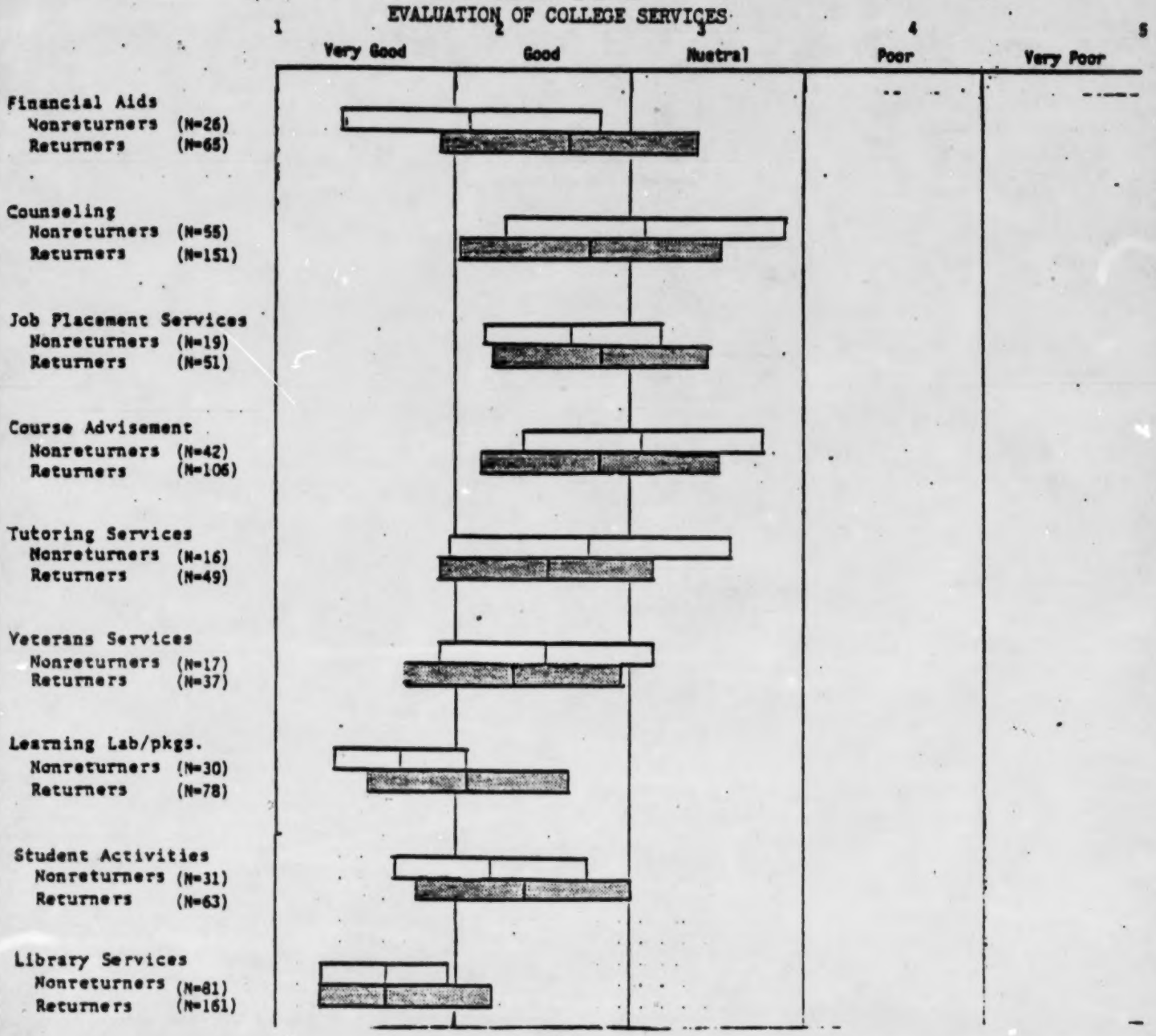
Figure 4


Female Evaluation of Instruction
1
Very Good
2
Good
3
Nuetral
4
Poor
5
Very Poor
Quality of Instruction
Nonreturners (N=54)
Returners (N=97)
Grading/Testing
Nonreturners (N=54)
Returners (N=96)
Instructor Interest
Nonreturners (N=54)
Returners (N=97)
Content of Courses
Nonreturners (N=54)
Returners (N=97)
Instructional Media
Nonreturners (N=53)
Returners (N=95)
Class Size
Nonreturners (N=54)
Returners (N=97)

Student services offered by Triton were also evaluated by the respondents. Differences between the two groups in their evaluation of Services were not statistically significant. It should be noted that Services were evaluated only by those respondents who had used the service. Therefore, the number of evaluators varied from a low of 16 for Tutoring Services to a high of 161 for Library Services. With this in mind, it is noted that Library Services received the highest evaluation and Learning Lab/packages ranked second. Both services were considered to be "Very good" by their users. The continuing students rated the remaining services as "Good". Nonreturning students rated Counseling and Course advisement as "Neutral", and rated all other services as "Good" (Figure 5).

Figure 5

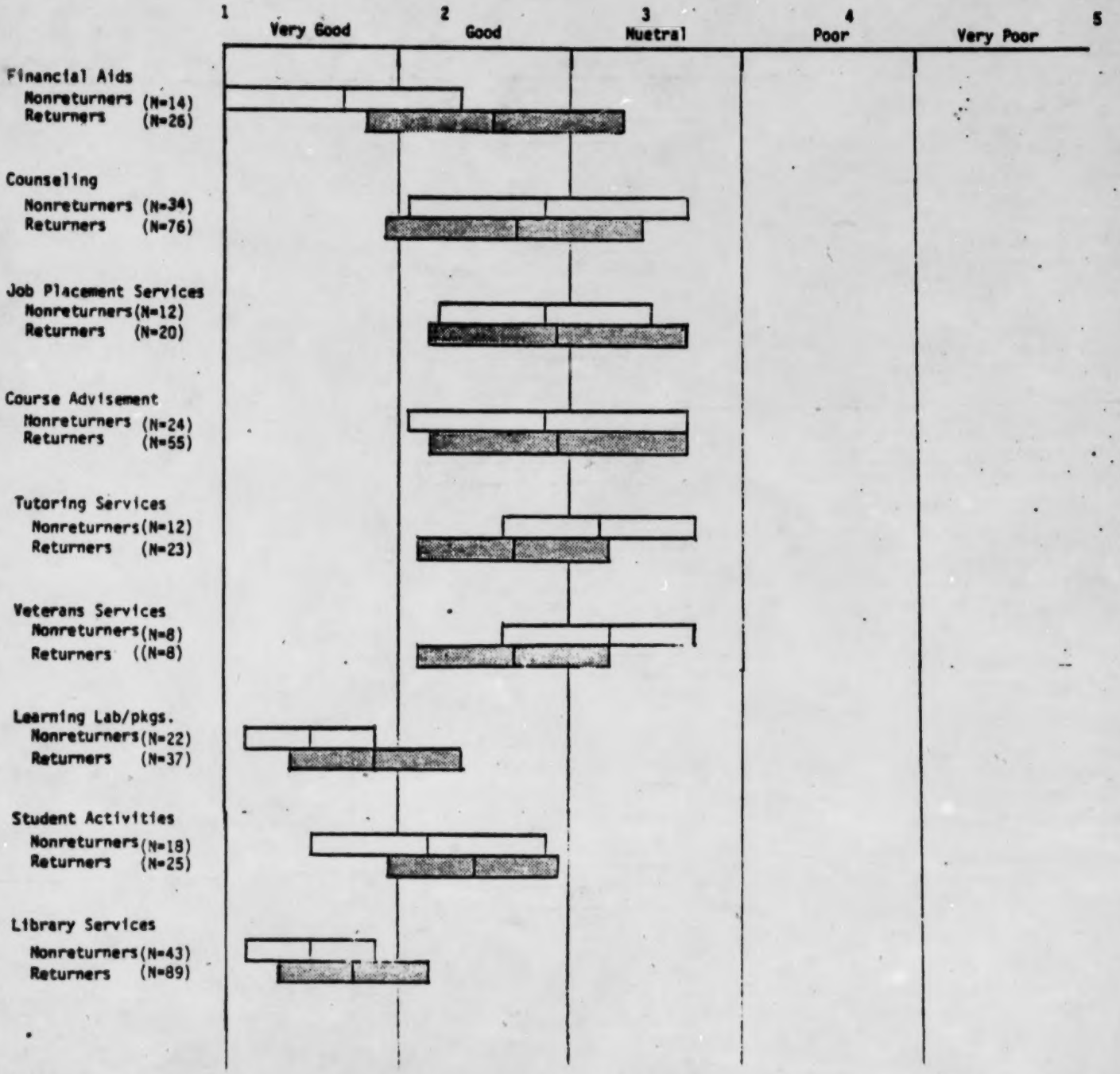
EVALUATION OF COLLEGE SERVICES



The women were more generous than the men in their evaluation of some services, but more critical in their evaluation of others. The nonreturning women rated Library Services, Learning/Lab Packages, and Financial Aids as "Very Good". However, they ranked Tutoring Services and Veterans Services as "Neutral."

Figure 7

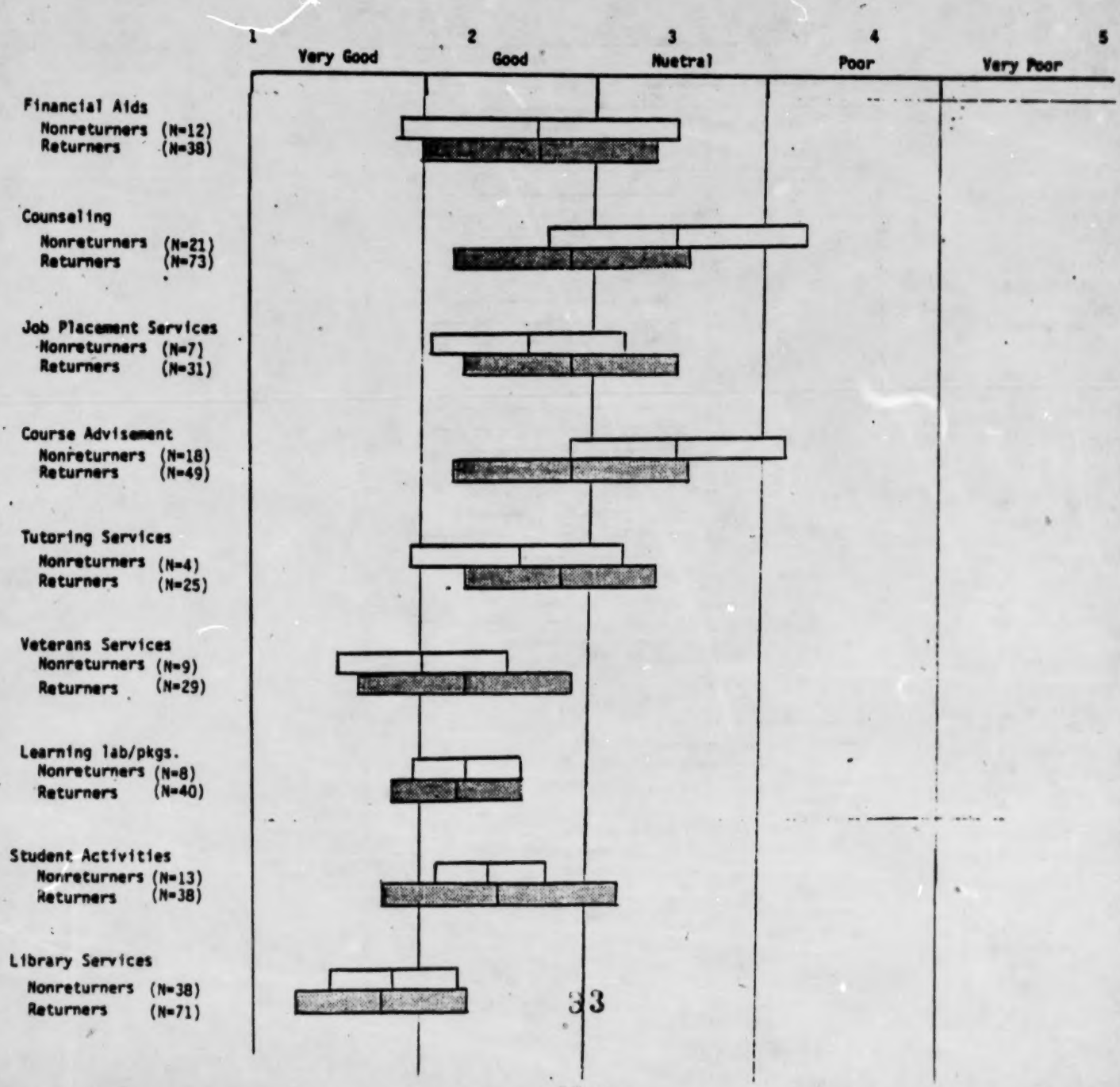
Female Evaluation of College Services



When consideration is given to the sex of the respondent, some interesting variations of response patterns develop. For the men, Library services was the only service to receive a "Very Good" rating. On the other extreme, non-returning men rated Counseling and Course Advisement at "Neutral".

Figure 6

Male Evaluation of College Services



Summary: Reasons For Termination

The reasons cited by students for not returning to Triton varied for men and women. For men, the primary reason was "conflicting job hours." For women, two factors emerged as primary reasons for not reenrolling. These two factors were: 1) "Completed needed courses" and 2) "Other personal/family reasons."

Both nonreturning and continuing students rated highly both instruction and students services at Triton. In the instruction area, Quality of Instruction and Instructor Interest were rated "Very Good". Evaluations of Student Services indicated that Library Services and Learning Lab/Packages both earned a "Very Good".

For men, the lowest ratings within the Student Services area were given to Counseling and Course Advisement. Both were rated "Neutral" by nonreturning students. Nonreturning women gave "Neutral" ratings to Tutoring Services and Veterans Services.

Findings - Employment Characteristics

Nonreturning and continuing students differ in their current employment characteristics. These differences, though interesting, may not be indicative of basic differences in the groups since we do not know the employment characteristics of the nonreturning students during their last semester of attendance. In general, the nonreturning students are currently employed full-time (75%); whereas, slightly less than half (46%) of the continuing students are employed full-time (Table 10). Similar patterns hold for men and women in both groups. It is interesting to note that 81 percent of the continuing students are employed either full or part-time.

TABLE 10

See page 18A

Nonreturning and continuing students were virtually identical with regard to the relationship between their current employment and their Triton education. Approximately half (54%) of the respondents in each group reported that their current jobs were related in some way to their education (Table 11). Of those persons not currently employed in a related area, approximately 20 percent report that they have held jobs in an area related to their education (Table 12).

TABLE 11

See page 18B

TABLE 12

See page 18C

TABLE 10

PRESENT EMPLOYMENT STATUS BY GROUP AND SEX
(In Percents)

Status	Male			Female			Total		
	Total (N=176)	Nonreturning (N=66)	Continuing (N=110)	Total (N=207)	Nonreturning (N=85)	Continuing (N=122)	Total (N=385)	Nonreturning (N=151)	Continuing (N=234)
Employed Full-Time	67	79	59	50	72	34	57	75	46
Employed Part-Time	19	9	26	31	13	44	26	11	35
Seeking Employment	4	3	5	7	5	9	6	4	7
Continuing Education at a higher level	7	6	7	8	7	8	7	7	8
Unavailable for Employment	3	3	3	4	3	5	4	3	4
	100	100	100	100	100	100	100	100	100

Nonreturning/Continuing $x^2 = 35.22$ df = 4 $p \leq 0.01$ C = 0.29

Male - Nonreturning/Continuing $x^2 = 8.76$ df = 4 $p \leq 0.07$ C = 0.22

Female - Nonreturning/Continuing $x^2 = 30.70$ df = 4 $p \leq 0.01$ C = 0.36

184

TABLE 11

RELATION OF CURRENT EMPLOYMENT TO TRITON COURSES BY GROUP AND SEX
(In Percents)

Relation	Male			Female			Total		
	Total (N=137)	Nonreturning (N=57)	Continuing (N=100)	Total (N=137)	Nonreturning (N=63)	Continuing (N=94)	Total (N=316)	Nonreturning (N=120)	Continuing (N=196)
Directly Related	33	26	37	30	35	27	32	31	33
Closely Related	24	28	21	21	21	21	22	24	21
Not Related	43	46	42	49	44	32	46	45	46
	100	100	100	100	100	100	100	100	100

Nonreturning/Continuing $X^2 = 0.46$ df = 2 $p \leq 0.79$ C = 0.04

Male - Nonreturning/Continuing $X^2 = 2.13$ df = 2 $p \leq 0.34$ C = 0.11

Female - Nonreturning/Continuing $X^2 = 1.33$ df = 2 $p \leq 0.51$ C = 0.09

TABLE 12

RELATION OF PAST EMPLOYMENT TO TRITON COURSES BY GROUP AND SEX
(In Percents)

Relation	Male			Female			Total		
	Total (N=72)	Nonreturning (N=29)	Continuing (N=43)	Total (N=84)	Nonreturning (N=27)	Continuing (N=57)	Total (N=156)	Nonreturning (N=56)	Continuing (N=100)
Directly Related	13	7	16	6	0	9	9	4	12
Closely Related	8	3	12	14	7	17	11	5	15
Not Related	79	90	72	80	93	74	80	91	73
	100	100	100	100	100	100	100	100	100

Nonreturning/Continuing $X^2 = 7.21$ df = 2 $p \leq 0.02$ C = 0.21

Male - Nonreturning/Continuing $X^2 = 3.29$ df = 2 $p \leq 0.19$ C = 0.21

Female - Nonreturning/Continuing $X^2 = 4.51$ df = 2 $p \leq 0.10$ C = 0.22

18C

Respondents were asked in which ways their Triton education benefited them in their current jobs. The pattern for women was similar to that exhibited for men. The primary area of benefit was improved job performance (37%). Table 13 summarizes the results of this section. Note that a series of benefit options were offered to the respondent for consideration. They were then instructed to check all that applied. Therefore, the column percents will not add up to 100 percent.

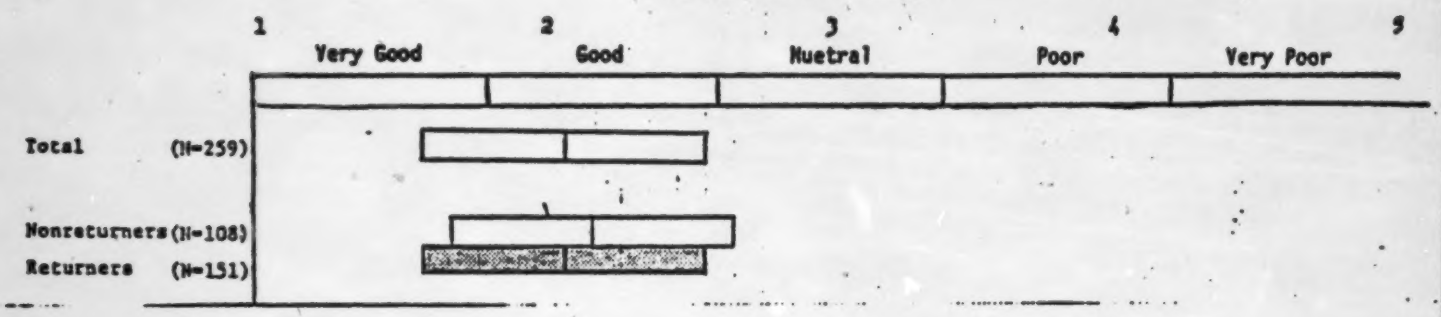
TABLE 13

See page 20A

The usefullness of the training received at Triton was rated as "Good" by both continuing and nonreturning students. In general, two-thirds of all students rated the usefullness of their Triton training as "Very Good" or "Good" (Figure 8).

Figure 8

Usefulness of Training



Perhaps one of the best indicators of program quality is whether or not a student would recommend the program to a friend. In response to this question, over two-thirds of all respondents said "yes, they would recommend Triton's courses and programs to others" (Table 14).

TABLE 14

See page 20B

TABLE 13

WAYS TRITON HELPED IN JOB AREA
(In Percents)[a]

Helped	Male			Female			Total		
	Total (N=186)	Nonreturning (N=70)	Continuing (N=116)	Total (N=217)	Nonreturning (N=89)	Continuing (N=128)	Total (N=407)	Nonreturning (N=159)	Continuing (N=248)
To Obtain Job	14	14	15	20	21	19	17	18	17
Improve Performance	39	41	37	35	36	34	37	38	35
Advancement	17	14	19	9	11	7	12	13	12
Other	6	7	6	6	7	6	6	7	6

a - Percent of group which checked the item - Note: Column will not add to 100%.

Summary - Employment Characteristics

The employment characteristics for nonreturning and continuing students differed in some respects. Nonreturning students tend to be currently employed full-time (75%); whereas, continuing students have fewer full-time jobs (46%).

Approximately one-half of the respondents reported that their current jobs were either "directly related" or "closely related" to their course of study.

Finally, training at Triton was rated as "Very good" or "Good" by both nonreturning and continuing students.

Findings - Other Considerations

In addition to Intent and Employment Characteristics, several miscellaneous items were also considered. The first of these items was the total number of credit hours completed at Triton. There was a significant difference between nonreturning and continuing students on this item. Basically, continuing students had completed more credit hours than their nonreturning counterparts. This basic difference was reflected by both men and women; however, the difference was considerably greater for the women (Table 15).

TABLE 15

See page 22A

The second item for special consideration was the relationship between Triton courses and career plans. Most students (80%) viewed their Triton education as having either immediate (31%) or long term (49%) direct benefit to them. Analysis of this item by group and sex did not reveal any statistically significant differences in response patterns. However, it is noted that nonreturning women did respond in a manner which came close to being statistically significant at $p \leq 0.05$ (Table 16). These women tended to expect a greater amount of indirect benefit than did other respondents.

TABLE 16

See page 22B

The source of financial support differed significantly for the two groups (Table 17). This difference was primarily due to the women respondents. That is, men in each group were similar in their source of financial support, but the women were different. For men, in both groups, the major source of finance was "self support" (58%) followed by "parents" (20%). For the nonreturning women, "self support" ranked first (54%) and "husband/wife" ranked second (20%). Continuing women placed "self support" first (47%) followed by "parents" (33%).

TABLE 17

See page 22C

TABLE 15

CREDIT HOURS COMPLETED AT TRITON BY GROUP AND SEX
(In Percents)

Hours Completed	Male			Female			Total		
	Total (N=179)	Nonreturning (N=66)	Continuing (N=113)	Total (N=203)	Nonreturning (N=82)	Continuing (N=121)	Total (N=384)	Nonreturning (N=148)	Continuing (N=236)
None	5	6	4	7	16	1	6	11	3
1-10	27	42	19	30	44	21	29	43	20
11-20	23	18	26	24	13	30	23	15	28
21-30	10	8	11	6	5	7	8	6	9
31-40	11	5	14	7	1	11	9	3	12
41-50	5	1	7	4	4	5	5	3	6
51-60	8	3	11	7	2	9	7	3	10
60 plus	11	17	8	15	15	16	13	16	12
	100	100	100	100	100	100	100	100	100
Average hours[a]	24,85	19.95	26.90	24.45	18.40	27.30	24.60	20.35	27.65

Nonreturning/Continuing $X^2 = 55.39$ df = 7 p 0.01 C = 0.35

Male - Nonreturning/Continuing $X^2 = 22.62$ df = 7 p 0.01 C = 0.33

Female - Nonreturning/Continuing $X^2 = 41.41$ df = 7 p 0.01 C = 0.41

a - Midpoints of each range was used for calculation. For last category 65 was used for calculation.

22A

TABLE 16

ANTICIPATED BENEFIT OF TRITON COURSES AND CAREER BY GROUP AND SEX
(In Percents)

Benefit	Male			Female			Total		
	Total (N=177)	Nonreturning (N=64)	Continuing (N=113)	Total (N=199)	Nonreturning (N=77)	Continuing (N=122)	Total (N=378)	Nonreturning (N=141)	Continuing (N=237)
Immediate-Direct	30	34	27	32	27	35	31	31	31
Long Term-Direct	50	42	55	48	44	51	49	43	52
Indirect	14	16	13	18	26	12	16	21	13
No Benefit	6	8	5	2	3	2	4	5	3
	100	100	100	100	100	100	100	100	100

Nonreturning/Continuing $\chi^2 = 5.74$ df = 3 $p \leq 0.12$ C = 0.12

Male - Nonreturning/Continuing $\chi^2 = 2.73$ df = 3 $p \leq 0.43$ C = 0.12

Female - Nonreturning/Continuing $\chi^2 = 6.60$ df = 3 $p \leq 0.09$ C = 0.18

223

TABLE 17

SOURCE OF FINANCIAL SUPPORT BY GROUP AND SEX
(In Percents)

Source	Male			Female			Total		
	Total (N=181)	Nonreturning (N=68)	Continuing (N=113)	Total (N=206)	Nonreturning (N=85)	Continuing (N=121)	Total (N=153)	Nonreturning (N=236)	Continuing (N=389)
Self Support	58	63	54	47	54	41	52	58	47
Husband/Wife	7	4	8	16	20	14	12	13	11
Parents	20	18	22	26	15	33	23	16	28
Employer	15	15	16	11	11	12	13	13	14
	100	100	100	100	100	100	100	100	100

Nonreturning/Continuing $\chi^2 = 8.10$ df = 3 $p \leq 0.04$ C = 0.14

Male - Nonreturning/Continuing $\chi^2 = 1.90$ df = 3 $p \leq 0.59$ C = 0.10

Female - Nonreturning/Continuing $\chi^2 = 8.99$ df = 3 $p \leq 0.03$ C = 0.20

The number of dependents reported by each group did not differ significantly. The nonreturning students averaged 0.89 dependents and the continuing students averaged 0.78 dependents.

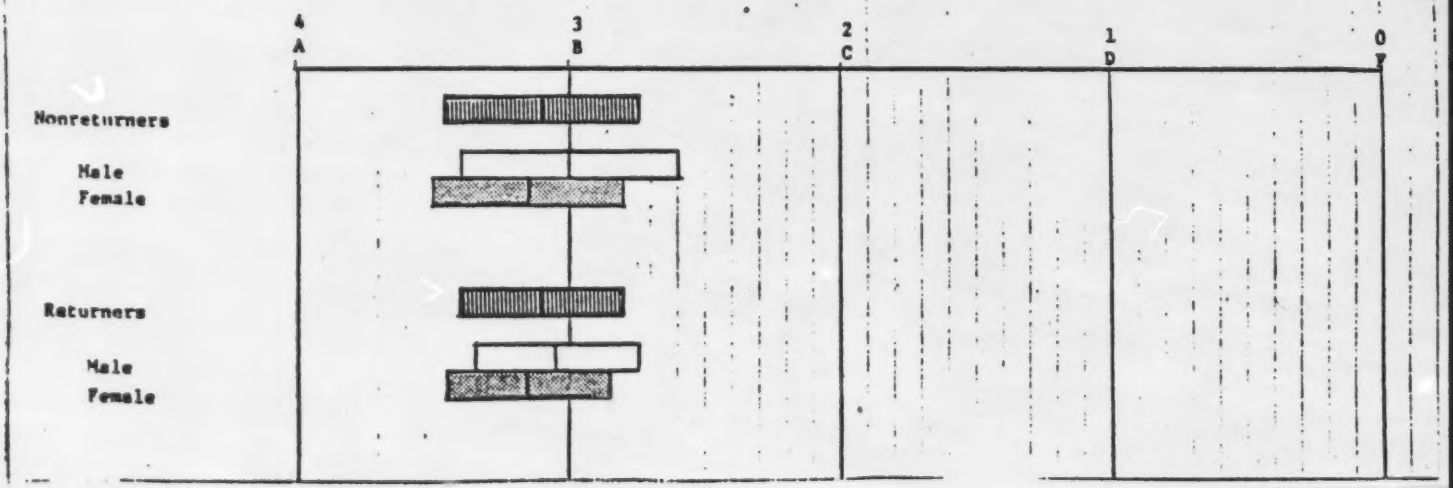
Similarly, the financial resources available to the two groups (as measured by gross family income) did not differ significantly. The median gross family income for both groups was in the $14,000. - $17,000. range (Table 18).

TABLE 18

See page 24A

Finally, the reported grade point averages for the two groups did not differ significantly. The average for nonreturning students was 3.08 compared to a 3.11 average for the continuing students (Figure 9).

FIGURE 9
Grade Point Average by Group and Sex



Summary - Other Considerations

Among the miscellaneous items included on the survey were several which reflected significant or interesting differences between the two groups. First, continuing students tend to have completed more courses at Triton than did the nonreturning students.

Second, nonreturning women students tend to expect more indirect benefits from their Triton experience than did men or women who were continuing their education.

Third, the source of financial support differed for the women respondents. Nonreturning women rated "self support" first and "husband" second; the continuing women rated "self support" first and "parents" second.

Concluding Comments

Given the importance of meeting student needs to the college's future, specific actions to be taken as a result of this survey should be the result of discussion by faculty, staff and administration. At the end of each section above, a summary of the major findings was included. These major areas and the individual items which comprise them should all be thoroughly discussed and evaluated regarding the ability of Triton College to improve its service to students.

Although this survey represents the best nonpersister evaluation effort to date, several areas should be improved. For example, analysis by University Transfer, Career Education, and Continuing Education would be beneficial. The original plans included this type of analysis. However, discrepencies between self reported majors and majors recorded on the computerized student record raised too many questions regarding which source should be used. Therefore, discussions should also include ways to improve this type of survey and analysis for the future.

TABLE 18

GROSS FAMILY INCOME BY GROUP AND SEX
(In Percents)

Income	Male			Female			Total		
	Total (N=168)	Nonreturning (N=62)	Continuing (N=106)	Total (N=176)	Nonreturning (N=72)	Continuing (N=104)	Total (N=344)	Nonreturning (N=134)	Continuing (N=210)
Less than 5,000	6	3	8	13	15	12	10	10	10
5,000 - 8,000	5	5	5	7	8	7	6	7	6
8,000 - 11,000	12	11	13	12	14	10	12	13	11
11,000 - 14,000	14	19	10	13	11	14	13	15	12
14,000 - 17,000	12	7	15	8	10	7	10	8	11
17,000 - 20,000	12	11	12	15	14	16	14	12	14
20,000 - 23,000	14	19	11	9	8	9	11	13	10
23,000 - 26,000	7	10	5	10	8	11	8	9	8
26,000 - plus	18	15	21	13	11	14	16	13	18
	100	100	100	100	100	100	100	100	100

Nonreturning/Continuing $X^2 = 3.61$ df = 8 $p \leq 0.89$ C = 0.10

Male - Nonreturning/Continuing $X^2 = 10.19$ df = 8 $p \leq 0.25$ C = 0.24

Female - Nonreturning/Continuing $X^2 = 3.08$ df = 8 $p \leq 0.93$ C = 0.13

APPENDIX A

Summary of Responses

TRITON COLLEGE PROGRAM EVALUATION SURVEY

Nonreturning students N=159 (NR)
Returning students N=248 (RT)

On the line provided next to each question, please write in the number of the response which best describes your personal opinion or situation.

SECTION A Everyone should answer this section.

_____ 1. What was your PRIMARY objective in attending Triton College?

NR	RT	
25	23	1. Improvement of existing "job skills"
36	39	2. Preparation for "job to be obtained"
12	25	3. University transfer credit
26	9	4. Personal interest
2	3	5. Other (describe) List #1

_____ 2. To what extent has this objective been completed?

17	19	1. Fully completed
54	68	2. Partially completed
29	14	3. Not completed

_____ 3. Do you plan to pursue this objective further?

84	88	1. Yes
16	12	2. No

_____ 4. If yes, where?

66	59	1. At Triton College
23	33	2. At another college
10	9	3. Other (describe) _____

_____ 5. How much education is (or was) required to accomplish your educational objective at Triton?

40	24	1. Selected course(s)
12	8	2. Certificate program
40	63	3. Two-year associate degree program
9	5	4. Other (describe) _____

_____ 6. What was your principal reason for NOT reenrolling at Triton College this semester?

NR	RT	
15		1. Completed needed courses
6		2. Transportation problems
1		3. Transferred to another college
6	N/A	4. Found job in occupation related to course(s) completed at Triton
19		5. Conflicting job hours
11		6. Financial reasons
3		7. Change of residence
1		8. Grade problems
5		9. Dissatisfied with instruction
2		10. Dissatisfied with content of courses
5		11. Personal/family illness or injury
9		12. Other personal/family reasons
17		13. Other (describe) List # 2

_____ 7. Which statement best describes your feeling about your educational experience at Triton?

37	32	1.	Very satisfied
41	50	2.	Satisfied
12	12	3.	Neutral
8	6	4.	Disappointed
2	1	5.	Very disappointed

NR $\bar{X}$ = 1.96 ; SD = 0.99
RT $\bar{X}$ = 1.93 ; SD = 0.86

If you have completed courses in your MAJOR FIELD OF STUDY, please rate them according to how well they fulfilled your individual needs.

USE THIS SCALE: Very Good = 1; Good = 2; Neutral = 3; Poor = 4; Very Poor = 5

		$\bar{X}$		SD		N	
		NR	RT	NR	RT	NR	RT
_____ 8.	Quality of instruction	1.76	1.85	0.76	0.91	104	200
_____ 9.	Grading/Testing	2.03	2.15	0.82	0.79	104	198
_____10.	Instructor interest	1.64	1.72	0.83	0.79	107	199
_____11.	Content of course(s)	1.92	1.94	0.77	0.76	105	199
_____12.	Instructional media	2.07	2.07	0.89	0.83	104	195
_____13.	Class size	2.04	1.89	0.98	0.84	107	199

If you have used any of the below college services, please rate them according to how well they fulfilled your individual needs.

USE THIS SCALE: Very Good = 1; Good = 2; Neutral = 3; Poor = 4; Very Poor = 5

		$\bar{X}$		SD		N	
		NR	RT	NR	RT	NR	RT
_____ 14.	Financial aids	1.92	2.34	1.20	1.20	26	65
_____ 15.	Counseling	2.71	2.43	1.31	1.17	55	151
_____ 16.	Job placement services	2.37	2.51	0.83	1.07	19	51
_____ 17.	Course advisement	2.71	2.51	1.17	1.14	42	106
_____ 18.	Tutoring services	2.44	2.24	1.32	0.97	16	49
_____ 19.	Veterans services	2.24	2.11	0.97	0.96	17	37
_____ 20.	Learning lab/packages	1.57	1.88	0.63	0.91	30	78
_____ 21.	Student Activities	2.00	2.14	0.89	0.96	31	63
_____ 22.	Library services	1.52	1.62	0.61	0.76	81	161

_____ 23. Which of the below <u>best</u> describes your present status?

% NR	% RT	
75	46	1. Employed, full-time
11	35	2. Employed, part-time
4	7	3. Unemployed, seeking employment
		4. Military, full-time active duty
7	8	5. Continuing education at higher level
3	4	6. Unavailable for employment (describe)

<u>SECTION B</u> If you have been employed since you left Triton College, please answer this section.

NR	RT	
		24. If you are currently employed, is your present occupation related
N=120	N=196	to the courses you have completed at Triton?
31	33	1. Yes, directly related
24	21	2. Yes, closed related
45	46	3. No
N=56	N=105	25. If NO, have you been employed in an occupation related to the courses you completed at Triton College since you left Triton?
4	12	1. Yes, directly related
5	15	2. Yes, closely related
91	73	3. No

Please check below if the course(s) you took at Triton College helped you in your occupational area in any of the following ways.

NR	RT		
18	16	_____	26. Helped to obtain job
38	35	_____	27. Helped performance on present job
13	13	_____	28. Helped advance on present job
24	29	_____	29. None of the above
7	6	_____	30. Other (describe) List # 3

_____ 31. How would you rate the training you received at Triton College in relation to its usefulness to you in performing your job?

25	29	1. Very good
39	40	2. Good
32	25	3. Neutral
0	5	4. Poor
4	1	5. Very poor
$\bar{X}$ = 2.18	2.09	
SD = 1.28	1.23	

_____ 32. Would you recommend the course(s) taken at Triton College to others employed in positions similar to yours?

N=117 NR	N=179 RT	
17	13	1. No
14	19	2. Undecided
69	68	3. Yes

_____ 33. Were you employed in your occupational area PRIOR to enrolling in the course(s) completed at Triton College?

N=120 NR	N=193 RT	
42	36	1. No
58	64	2. Yes

SECTION C. If you have enrolled in another college since your enrollment at Triton College, please answer this section.

34. What is the name of your current (or most recently attended) college? _____

_____ 35. Did you have any problems transferring to the college indicated above?

N=15 NR	RT	
13	N/A	1. Yes
87		2. No

36. If Yes, what?

N = 3

NR	RT	
33	N/A	1. Transferring credit hours
33		2. Transcript problems
-		3. Admission problems
33		4. Other (describe) _____

37. How many credit hours earned at Triton College were not accepted at the college indicated above?

N = 8

50	1. All credit hours accepted
25	2. Lost 1 - 3 credit hours
12	3. Lost 4 - 6 credit hours
12	4. Lost 7 - 12 credit hours
--	5. Lost 13 - 21 credit hours
--	6. Lost more than 21 credit hours

38. Please list the course which did not transfer that you expected would transfer.

39. In your opinion, how well did Triton College prepare you for continuing your education?

N = 24

NR	RT		
21	N/A	1. Very good	
29		2. Good	$\bar{X}$ = 2.50
33		3. Neutral	SD = 1.10
12		4. Poor	
4		5. Very poor	

If you are currently enrolled in college, please indicate your current status and classification at the college indicated above.

40. Status

N = 16

NR	RT	
56	N/A	1. Part-time student (less than 12 hours)
44		2. Full-time student (12 or more hours)

41. Classification

N = 18

39	N/A
6	1. Freshman
22	2. Sophomore
11	3. Junior
22	4. Senior
	5. Graduate students

SECTION D. ALL STUDENTS SHOULD ANSWER THIS SECTION.

42. Approximately how many credit hours have you completed at Triton College?

NR	RT		NR	RT	
12	3	1. None			
43	20	2. 1 - 10	3	6	6. 41 - 50
16	28	3. 11 - 20	3	10	7. 51 - 60
6	9	4. 21 - 30	16	12	8. more than 60
3	12	5. 31 - 40			

NR	RT		
		43.	How do you see the course(s) completed at Triton College in terms of your career plans:
31	31		1. of immediate, direct benefit
43	52		2. of long term, direct benegit
21	13		3. of indirect benefit
5	3		4. of no benefit
$\bar{X}$ =2.01	1.89		
SD =0.85	0.75		
		44.	Are you interested in taking other courses at Triton College? You may include courses not presently offered at Triton.
25	36		1. No
75	64		2. Yes; what course(s) List #4
1.57	0.68		
		45.	Since entering college, how many times have you discontinued your studies for a semester or longer? (If this semester is the first time, enter 1)
		46.	What was your primary source of support while taking courses at Triton College?
NR	RT		
58	47		1. Self support
13	11		2. Husband/wife
16	28		3. Parents
12	14		4. Employer
0.89	0.78		
		47.	How many dependents do you have?
		48.	What is your gross family income (before taxes)?
NR	RT		
10	10		1. Less than 5,000
7	6		2. 5,000 - 8,000
13	11		3. 8,000 - 11,000
15	12		4. 11,000 - 14,000
8	11		5. 14,000 - 17,000
13	14		6. 17,000 - 20,000
13	10		7. 20,000 - 23,000
9	8		8. 23,000 - 26,000
13	18		9. 26,000 plus
		49.	Sex
44	48		(Percent Male)
28	25	50.	Age: Born in 19
		51.	Last declared major List #5
3.08	3.11	52.	Grade point average N = NR = 106 RT = 196
3.21	7.71	53.	Semester hours enrolled for in Fall 1978.

Additional comments - List #6

THANK YOU!

List 1 - Other Primary Objective In Attending Triton - Nonreturning Students

Gain wider span of skills
Two year degree
Language (Italian)
Career
Photography (Hobby)

List 1 - Other Primary Objective In Attending Triton - Continuing Students

Photography I
Want to be educated
Associate Degree
Pharmacy College Preparation
2 year degree
Associate Degree

List 2 - Other Principal Reason For Not Reenrolling At Triton

Sole course cancelled (metric system)
Weather
Classes not given at night or Saturdays
Unaware of a Saturday course
Desired instructor not available for course
Snow, and class was cancelled
Thought I had completed requirements
Class not offered evenings; also weather intolerable for the 3 day a week class
Only want to attend in Fall
Vacation
Missed
Couldn't fit it in my schedule
Class full
Found job not related but it didn't allow time to go to school
The real estate courses desired were not offered at night
Pregnancy
Poor selection of courses at night or on Saturdays
The classes did not relate to what field I am going into
No time
Tired of fighting snow to work, did not need to fight to school too
I no longer work so don't need courses
No time
Personal schedule too hectic this semester to be able to add personal interest course
I'm sitting for a certification exam this semester and have a lot of studying for it
Tired of school - will return when enthusiasim returns
Bad weather combined with transportation problems
Am finishing M.S. Degree at another university
Didn't feel like going to school
I am enrolled
Will transfer to another college

List 3 - Other Ways Triton Courses Helped You In Your Occupational Area - Nonreturning Students

Made me more aware of myself as a human being
Will help in advancement
Not related
Enabled me to follow intelligently hobbies, gardening and photography
Helped maintain present position
Will help with job in time
Personal achievement
Made me interested in our corporation stock plan
Personal interest courses
It may help in future
Helped fulfill other school requirements
Have not sought a job in field of study yet
Will help in transfer
Presently P.O. clerk; I am eligible for maintenance mechanic when opening available

List 3 - Other Ways Triton Courses Helped You In Your Occupational Area - Continuing Students

Helped with more knowledge
Helped decide what I wanted from school
Credited 6 months towards apprenticeship
Computers at work are not IBM
Received various job offers
The future will tell
Doesn't apply
Expect to enable me to become CPA
Possible advancement
Helped performance on future job
Working toward BSN
Certified me in food sanitation
Transferable 4 year degree requirements
The program I was enrolled in 77-78, Intervisions, helped me explore the fields I was interested in. Excellent opportunity.
I hope it will help in the future
Made me more intelligent

List 4 - Other Courses Interested In Taking At Triton - Continuing Students

Some Physical Education
Therapeutic Program Classes
Business Degree requirements
Photography, Math
Interior Design
Physical Education, Art
Journalism
Art, Auto
Accounting
Psychology, Business Administration, English
Pre Law
Photography
French
Photography
Horticulture
Child Psychology, additional courses not presently offered
Practical Nursing
Woodworking
Communications
Business
Design Drafting
Math
Intro to Advertising, Speech, Am. Govt.
Data Processing
Physical Education
Speed Reading
Design Engineering
Real Estate Classes
Shorthand
Psychology
Business
Arts & Sciences
Business
Business Administration
Accounting, Speed Reading
Intermediate Accounting
Photography, Arts, Crafts
Home Economics
Shorthand
Printing Management
Photography
Botany
Accounting
Art
Law Enforcement
Journalism
Aviation
Photography
Home Furnish., Investments & Securities
Logic, Stock Market
Screw Machine Related, Business Management
Computer Technology
Accounting
Welding
Disco Dancing
Anatomy
Art
Psychology
Advanced Astrology
Health, Physical Education
Higher level of Accounting

List 4 - Other Courses Interested In Taking At Triton - Nonreturning Students

Real estate, Designing, Psychology
Any police course
Liberal Arts, Math, Statistics
Color Photography
Automotive
Trade & Management
Home Financing
Math - prepare for MBA
Sciences
Expanded Photography
Drafting, Related Trade Math 2
Photography
Journalism & Computer programming
R.N. and other related Medical courses
General
Advanced Scuba Diving, Racquetball
Ceramics
Adult Education
Management - Psychology
Ceramics
Modern Jazz Dance offered in P.M.
Speech, Writing, Psychology
Metallurgy
Court Reporting Machine
Machinist, Accounting, Business Admn
Accounting
Geology
Design & Home Planning Courses
Finance
Tool & Fixture Design
Drama
Business
Law
Applied Music
Shorthand
Auto Transmissions
Shorthand, Typing IV
Math, Computer Classes
Child Development
Litho Stripping
Advanced Micro-biology course, Creative writing
Photography II
Real estate Law, Real Estate appraisal
Child Care
Business, Language
Math
Auto
Business
Music, Jazz (not stage band)
Industrial Psychology
Augio-visual Techniques
Business
Police Science
Psychology, Business
Accounting
Photography
Halftone Photo Litho
Child Psychology
Science
Spanish, Criminal Law
Child Psychology
Seminar types
Astronomy
Accounting
RPG Programming
Ultrasound
More Special Education
Graphic Arts
Welding Adv. I & II
Art & Photography
Spanish 2 & 3
Shorthand
Electives in Child Care Program, Photography

List 5 - Last Declared Major - Nonreturning Students

Curricula	No. of Students
Personal Development	3
Intellectual & Cultural	1
Improving Family Circumstances	1
Developmental & Vocational	1
Accounting	2
Air Conditioning & Refrigeration	2
Automatic Screw Machine Setup	1
Industrial Electrician	1
Tool & Die Maker	2
Auto Technology	2
Business Management	6
Child Care	4
Construction Technology	1
Court & Conventional Reporting	6
Data Processing	5
Design Drafting Tech	3
Diesel Tech	1
Fire Science Tech	2
Industrial Supervision Management	1
Machine Tool Tech	1
Marketing Management	1
Medical Assistant	1
Nursing Degree	2
Occupational Safety & Health	1
Ornamental Horticulture	1
Photo Offset	7
Photography	5
Police Science Admin	6
Real Estate	4
Recreational Leadership	2
Secretarial	6
Legal Secretarial	3
Therapeutic Recreation	1
Transportation & Physical Distribution Management	2
Welding Technology	3
X-Ray Technology	1
Accounting & Business Administration	8
Elementary & Special Education	2
Secondary Education	1
English	2
Home Economics	2
Journalism	1
Liberal Arts	24
Music	3
Physical Ecucation	3
Pre-Professional	3
Science	3

List 5 - Last Declared Major - Continuing Students

Curricula	No. of Students
Personal Development	3
Accounting	1
Improving Family Circumstances	2
Developmental & Vocational	2
Advertising Art	2
Air Conditioning & Refrigeration	3
Automatic Screw Machine Setup	2
Automotive Apprenticeship Training	2
Tool & Die Maker	6
Welder	1
Architectural Technology	3
Auto Technology	4
Business Management	13
Child Care	6
Construction Technology	2
Court & Conventional Reporting	5
Data Procesing	5
Dental Assisting	1
Dental Lab Tech	2
Design Drafting Tech	2
Diesel Tech	1
Electronics Tech	4
Fire Science Tech	2
Industrial Supervision Management	1
Marketing Management	2
Medical Assistant	1
Nuclear Medicine Tech	1
Nursing Degree	12
Nursing, Practical	5
Occupational Safety & Health	1
Ornamental Horticulture	4
Photo Offset	14
Photography	4
Police Science Admin	4
Real Estate	1
Recreational Leadership	2
Respiratory Care	2
Restaurant Training	6
Secretarial	7
Legal Secretarial	3
Transportation & Physical Distribution Management	2
X-Ray Technology	2
Accounting & Business Administration	14
Architecture	1
Art	3
Elementary & Special Education	1
Secondary Education	2
Engineering	2
English	2
Home Economics	2
Liberal Arts	32
Music	5
Physical Education	1
Pre-Professional	4
Science	7

List 6 - Continuing Students con't.

Please raise many course numbers to a 100 or 200 level. (i.e. a "shop" course below 100 level is useless to someone who would like to transfer to a four year school and major in Industrial Education) An English course, such as Eng 123, is a normal 300 or 400 level course at a 4 year college. Why not raise such "advanced" courses to a 200 series?

In the Ornamental Horticultural Program the teachers (not all) seem to skim the surface a little too much and seem to cover what seems to be important to them but not necessarily beneficial to the class. It would help if the classes were more specialized and if the teachers listened to needs of students.

I spent 12 years in Catholic schools, so this school is different for me. However, I love the school and will be sorry to leave it when I complete 64 hours. I wish it were a four year school. I like the size of the classes, the closeness to my home and the diversity of the age and background of the students. The school is spotlessly clean which amazes me for a public school. I like all or mostly all the teachers I've had. I can only think of two things I would like to see change. I have a hearing problem which I feel is a handicap to me and almost feel there should be a consideration of a class for hearing impaired people. However, I tell my teachers my problem and they've been very understanding. Also, I live in Norridge and would like to take courses for credit 100 or 200 at Ridgewood, but they never have more than 1 or 2 courses, and sometimes they're 000 courses. This is night classes I'm talking about.

I do not feel instructors expect enough from their night students. All the instructors that I have come in contact with are very well qualified and competent in their positions at Triton.

I really enjoyed my 2½ years at Triton College. You have a fantastic Fashion Merchandising Program. I recommended it strongly to one of my girlfriends. I wish Triton were a 4 year school. The size is just right for me. Beautiful library and facilities. Mr. Witherspoon is an excellent instructor--very inspiring and full of enthusiasm, which makes him effective in front of a class. I would strongly recommend to counselors to instruct their students about the utmost importance of taking university transfer classes and following it exactly. Thanks for a beautiful growing experience.

The Child Development Program is excellent, but counseling is very poor-explanation on the fact that Fall semester courses are only offered in the Fall and Spring courses in Spring should be made clear from the start. Too many disappointed people find out too late that they have to wait one more semester before transferring. Special recommendation to Marg Budz for a magnificant job done in running the program--fantastic!

Several years ago when I was trying to get more information about what the Design I class would include (Art Dept.) I came over to register and wound up running all over campus for a couple of hours before completing my objective. I was very disappointed and surprised that there was no faculty member from the Art Department involved in registration. At other universities I have attended, representatives from the various departments were on duty at registration to assist a person in giving information about courses, or the student was sent to the Department Office on campus for further counseling. I was told that all faculty were on vacation during registration before classes began in September. I was sent to several different offices on campus, but no one could do any more than read to me the very brief description of the course which appeared in the general catalog, and which I had already read myself. Finally, the last man I talked with at the Student Union (I believe) called up the Art Department Chairman at home on the phone and I was able to ask my questions of him. As a result I registered for the course. But what a run-around!

List 6 - Additional Comments - Continuing Students

I think Triton is fantastic! They have lots to offer and the teachers (for the most part) are great. I have really enjoyed my years at Triton and if I had it to do over, I'd still enroll in Triton. You are doing a terrific job, keep it up!

This may help you to understand why I left Triton College: I was miscounselled by an appointed counselor at Triton as to what photography courses I could and should take and when I got to classes they were very advanced and NOT Beginning Photography, as I was directed. No one helped me and I could not get my money refunded to me. My teacher as much as told us in class that without previous experience in photography, we could not be eligible for these classes offered. I think someone in the counseling office should find another job and I should have gotten my money back last Fall when I complained to Admissions then!

I have a BA Degree in Secondary Education, Mathematics and work full time as a high school math teacher. About four years ago I started taking courses in accounting. I recently completed Auditing 057 and enrolled in a CPA review course. I fully intend to let Triton know how I do on the exam I'll be taking in May. You'll hear from me in July or early August. The accounting background I received at Triton appears to have been adequate to good.

I think the secretarial course should be updated - offices are not so stuffy and formal!

I am enrolled in the Orn. Hort. program. I feel that the teachers lack in teaching ability. There is only one good teacher. I find that many of the teachers have a rough time saying the information that is necessary.

I graduated in practical nursing 1974. I work part-time as an LPN, but continued on at Triton taking the prerequisites for the A.D. Nursing program. I only took one course at a time in this while working and taking care of a family. Now I am ready to enter the A.D. program in the Fall with the only thing left to take is nursing courses, no other academics. I've found the P.N. program is thought very highly of in hospitals. I was well prepared for my work. However, I'm apprehensive about the A.D. nursing program because of the self learning situation. I don't feel that is as good as lectures would be, but I can't tell until I'm in the program. I hope I graduate as prepared as a graduate nurse as I was a a practical nurse.

I'm very disappointed with the counselors. They don't ever seem to have time to speak to us, and furthermore they don't do their job, and that is, they don't care what courses you take (even when you have options).

I feel that the program I completed (LPN) in 1978 could use some improvement in grading and standards. Their consistency in treating their students, I feel, was not fair. There was obvious cheating which was not dealt with properly, only a reprimand given. Also major errors were made in the clinical area with, again, only a reprimand. Points were also given to students who had been failing but passed and graduated. when other students who were not obvious favorites to one of the instructors failed. I feel that the program is very good with their clinical experience but has many loose ends which need to be tied up in order to make the LPN program a completed and good program.

The class I took was great, but my graduation was delayed a semester because the registrar was so slow to transfer my grades.

List 6 - Additional Comments - Nonreturning Students

Enrolled in Music (1978) Curriculum & Stage Band, was worst experience in life, terrible, dropped all courses.

I was disappointed in the poor course selection for adult students who must take courses at night or on Saturday. In addition, some courses that are offered in the evening are set up for two nights, shorter hours, instead of one night for longer hours. Because of this a person is limited to one course a week, otherwise they would be going three to four nights a week for just two courses. It is difficult for adults to have that many nights available to attend school. A better solution would be longer hours one night a week instead of short hours on two nights. Since there are 18 million adults over 25 attending college (1/3 of all college students) in U.S., I think they should be pampered a little by being offered just as wide a selection as those that attend day college.

When I started at Triton in Police Science my objectives were to become an officer of the law. Many leadership qaualities and people psychology was soon learned and I was promoted at work to a supervisory position. Two semesters later I was advanced to a managerial position; two semesters later I am now a service manager and travel a lot the first half of the current year which is the reason for my withdrawal this semester. I expect to return in Fall to complete my Police Science curriculum and start a Business Curriculum.

I've gone to Triton since classes were held at W. Leyden High School, and have attended other schools at the same time, and Triton stacks up very well.

Why don't you get things straight. I'm not enrolled this semester. As far as I'm concerned Triton is not very responsive to its students. I for one cannot graduate from the curriculum I had chosen simply because of asinine regulations. The company I work for does not have an apprenticeship program in Tool & Die, and I can't get very excited about your statistical. If you think my grade point average is low, then guess again. Apparently the State Board of Education, Triton College, and my company do not care whether I graduate or not, dut to stupid regulations. So ask somebody else to fill out your questionnaires.

I know registration has been computerized and made more efficient than when I use to stand in long lines in the Armory at the Uuniversity of Illinois in Champaign, but there ought to be a way to get course information by phone or in person before registration. Later I began my Masters Degree during the summer at Ohio State, but quit teaching a year later. I have taken various courses since I began my present job--some work related, some for personal interest. I took a lypography course at the Printing Industries School, a Book Production class and a Book Design class at the University of Chicago downtown. I took two photography courses at the Y.M.C.A. College downtown. I have taken a German class, a design class and two construction classes at Triton.

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